**II. Goals of the Proposed Project**

Pedagogy – All staff is keenly aware of the necessity to implement both cutting edge research and established best practices to address the current and future needs of all students. Of primary interest is the inclusion of research based instructional methods including both the use of technology and its use to foster the engagement of students in rigorous and relevant learning activities that will create and develop their abilities as life-long learners.

The importance in facilitating students’ development of 21st century skills (as outlined by the Project for the 21st Century) is the primary goal of the project. Through the enhancement of pedagogy (as outlined in “Education Support Systems” on the P 21 *Mile Guide*) student learning will not only utilize technology, but will also be devised by teachers to develop the learning skills outlined by business and industry as critical skills for employment and competitiveness of students who graduate into the 21st century workplace. Project activities will be centered on fostering those student learning skill outlined by P 21 as Information and Communication Skills (including media literacy and the use of multimedia communication tools), Thinking and Problem-Solving Skills (including critical thinking and higher level thinking skills), and Interpersonal and Self-directional Skills (including collaboration, self-direction, accountability and adaptability).

All teachers and administrators at Franklin are excited about the potential of benefitting from TRC professional development opportunities that will equip them with the knowledge and skills necessary to construct 21st century learning environments, devise and present effective and technology rich lesson plans, and to facilitate challenging learning opportunities for all students.

Toward these ends the project will support all EETT principles, Altec training content, and facilitator knowledge to provide teachers with the information, skills, and motivation to utilize technology and 21st century pedagogy for the maximum benefit on student learning.

Engaging Students, Access – Student engagement in their learning is an essential key to success in their academic careers. Students – who are digital natives – express in a focus group, a disdain for having to “power down” when entering a school and then being “subjected to and bored by” 20th or even 19th century teaching methods.

All TRC professional development activities, especially day-to-day job-embedded training and in-class modeling by the facilitator, will be geared toward not only utilizing technology, but to its meaningful application in learning activities that are relevant to students’ lives and interest. Inclusive of technology, software, and web-based resources e.g. 2.0, teachers will become competent in not only engaging students in rigorous, standards based instruction, but in facilitating students’ development into technology-literate learners who can incorporate and adapt to the ever increasing speed of technology advancement.

To accomplish this, teachers will learn effective means of collaborating with students in developing projects and activities. . Furthermore, teachers’ concentration on their mastery of investigative learning as an instructional pedagogy will provide opportunities for students to provide feedback on how teachers can best meet their individual needs in engaging, relevant ways. The ability to differentiate learning based on this input as well as assessments and observation will greatly contribute to the teachers’ ability to engage students.

Leadership/Creating a Collaborative Culture – Fostering support and sustaining the project

There is a strong understanding and agreement within the Wichita Public School district with the concept that the proposed TRC project is not simply a PD opportunity for a few teachers, but is rather a means of instituting a far reaching change in culture throughout the entire school with all teachers – current and future. In addition, this TRC project is seen as a collaborative effort within Wichita Public Schools instead of being a stand-alone project. As such, collaboration among past TRC schools, current TRC schools, and the newly funded Franklin project will be facilitated by an increasingly robust community of dedicated educators who will continue to support each other through multiple methods. Means of facilitating the desired system change are incorporated throughout the TRC grant. These include:

* Dedication of PLC time to the development of individual teachers’ skills and to the understanding and elucidation of all aspect of TRC for all teachers at Franklin.
* Monthly staff meetings will have time for regular updates on TRC by participating teachers and for reinforcement of the direction of systemic change to facilitate a school-wide culture change.
* Building level inservices will be dedicated to the presentation of TRC principles and practices to all Franklin staff to expand all teachers’ understanding of TRC philosophies and practices.
* In addition to grant requirements, release time will be assured to teachers for their attendance at conferences and to benefit from other learning opportunities as available and as district resources will allow.
* To facilitate a district-wide understanding of, and buy-in to, TRC both the principal and TRC teachers will make themselves available help expand and proliferate TRC throughout the district.
* As a result of successful implementation of this grant funded program, Franklin will be open to the district (and the state) as a professional development center that will be a demonstration of not only what can be done when TRC is implemented with fidelity to the models, but to also demonstrate HOW it can be done within WPS structures and programs.
* In addition to the more formal means of creating a change of culture, all teachers are aware of the power of the “unofficial grapevine” in expanding the vision of their peers and in creating an enthusiasm that can prevent or overcome a natural resistance to change. All teachers and administration are excited, enthusiastic, proponents of TRC and will miss no opportunity to help others understand and embrace its tenets.

To foster a collaborative culture, traditional forums such as meetings and inservices will be enhanced by technology based means of collaborating among Franklin TRC teachers and an increasing PLC of TRC teachers using 21st century skills and 21st century tools like the State TRC Ning and other social networking opportunities. These resources will accelerate learning among the dedicated staff and will continue to facilitate continued growth beyond the state funded grant.

Local Project Goals

The TRC project will support all assessment and evaluation efforts required and desired by Altec and KSDE. In addition, to assure that the proposed TRC project can adequately address the above goals, specific local goals are outlined below to assure the successful implementation of the grant.

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| **Goal: Establish TRC classrooms as 21st century learning environments** | | |
| Activity: | Timeline: | Evaluation: |
| 1) Purchase technology and software | May – June, 2011 | Budget in Google docs/Purchasing records |
| 2) Install technology and software in classrooms | August 2011 | Presence of technology  Work orders |
| 3) Set up classrooms as tech rich learning environments | August 2011 | Presence of technology  PD agenda |
| 4) Obtain Web 2.0 tools & collaborative resources for student use | August 2011 - Ongoing | PD agenda |
| **Goal: Improve TRC teachers’ technology skills and use of skills to enrich standards-based instruction** | | |
| Activity: | Timeline: | Evaluation: |
| 1) Begin Altec TRC Professional Development activities | Facilitators – June 2011  Teacher trainings – August 2011-Ongoing | Records of attendance |
| 2) Establish TRC Professional Learning Community | Sept. 2011 – Ongoing | Presence of activity on TRC Ning |
| 3) Attend quality conferences and trainings | Ongoing as available | Record of attendance |
| 4) Develop and submit at least 2 project- based lesson plans per teacher per semester (1 to target an assessed indicator) | May 2011  May 2012 | Presence on Ning as well as the District TRC site |
| 5) Increase teacher skill level | Ongoing | ProfilerPro administered at end of year |
| **Goal: Disseminate PD learning/program activity and progress to all audiences** | | |
| Activity: | Timeline: | Evaluation: |
| 2) Initiate building in-services and staff meetings by TRC teachers | Sept. 2011 - Ongoing | Record of meetings and training activities |

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| **Goal: Students will increase reading skills through 21st century context and use of 21st century tools** | | |
| Activity: | Timeline: | Evaluation: |
| 1) Establish baseline for reading skills | Aug. 2011 | AIMS WebScores |
| 2) Reading instruction will be integrated in cross curricular learning activities and during core reading instruction | Aug. 2011 – Ongoing | Submitted lesson plans |
| 3) Consistent Measures of AIMS Web (3times a year) | Aug. 2011, Dec.May 2012 | AIMS WebScores |
| **Goal: Students will increase competency with technology** | | |
| Activity: | Timeline: | Evaluation: |
| 1) Students will receive instruction on specific hardware and software applications | Aug 2011 – Ongoing | Teacher lesson plans |
| 2) Students use technology throughout year in project based learning ICT applications as tools for learning | Aug 2011 – Ongoing | DCC Observation results  Teacher lesson plans |